



## **Section VI — Resources**

---

**California Department of Education Resources**

**CAHSEE Overview Presentation**



# Annotated Bibliography — California Department of Education Resources

---

**Title of Resource/Activity:** *Aiming High: High Schools for the 21st Century*

**Edition date:** 2002

**Type:** Manual/text

**Grade level:** 9–12

**Focused on Standards:** Yes

**Purpose:** To provide a road map for raising student achievement in a standards-based educational system.

**Description:** A how-to document designed to place standards-based education in the context of California's rigorous accountability system. The publication is one part of the Aiming High system: Introductory Video, Manual, Tool Kit and Web Resources.

**Cost to district/school:** \$13.95

**How to acquire:** Call CDE Press at (800) 995-4099 or send email to [sales@cde.ca.gov](mailto:sales@cde.ca.gov).

---

**Title of Resource/Activity:** *Aiming High website*

**Edition date:** 2002

**Type:** website

**Grade level:** 9–12

**Purpose:** Provide online resources that support implementing a standards-based educational system.

**Description:** The website is designed to provide district, school, and the public easy access to resources for implementing a standards based educational system as outlined in Aiming High: High Schools for the 21st Century.

**Cost to district/school:** Free

**How to acquire:** Go to [www.cde.ca.gov/shsd/aimhigh](http://www.cde.ca.gov/shsd/aimhigh)



**Title of Resource/Activity:** *Aiming High Toolkit*

**Edition date:** 2002

**Type:** website

**Grade level:** 9–12

**Purpose:** Provide tool guides and models that support the implementing a standards-based educational system.

**Description:** The toolkit is designed to help establish an understanding of effective reform principles and practices, identify areas of priority for the school's student achievement plan, and implement agreed upon reform strategies.

**Cost to district/school:** Free

**How to acquire:** Go to [www.cde.ca.gov/shsd/aimhigh](http://www.cde.ca.gov/shsd/aimhigh)

---

**Title:** *Guide to the Content Standards for California Public Schools*

**Edition date:** 2001

**Type:** Manual/text

**Grade level:** 9–12

**Purpose:** Support the teaching/learning of content standards in Language Arts, Math, Social Science and Science through instruction in business education.

**Description:** An academic crosswalk between business education standards and benchmarks, and the academic content standards in Language Arts, Math, Social Studies, Science, and the standards proposed for assessment on the CAHSEE

**Cost to district/school:** Free

**How to acquire:** Go to [www.bused.org/guide-toc.html](http://www.bused.org/guide-toc.html)



**Title:** *Handbook on Goals and Objectives Related to Essential State of California Content Standards*

**Edition date:** 2001

**Type:** Manual/text

**Grade level:** K–12

**Purpose:** Assist IEP teams in writing standards-based IEPs

**Description:** Provides procedures on writing goals and objectives based on the essential standards

**Cost:** Free

**How to acquire:** Go to [www.cde.ca.gov/spbranch/sed/resource.htm](http://www.cde.ca.gov/spbranch/sed/resource.htm) and find it under “Individual with Disabilities Education Act (IDEA) ‘97 Related Materials”

---

**Title:** *High School Resource Directory*

**Edition date:** 12/2001

**Type:** Manual/text

**Grade level:** 9–12

**Purpose:** Provide list of high school resources

**Description:** A list of CDE resources for high schools.

**Cost to district/school:** Free

**How to acquire:** Go to [www.cde.ca.gov/shsd/resources.html](http://www.cde.ca.gov/shsd/resources.html)



**Title:** *I Can Learn (2nd edition)*

**Edition date:** 1st printing, 1994; 2nd edition, 2002

**Type:** Manual/text

**Grade level:** K–12

**Purpose:** Provide information and suggestions to teachers, parents, and school principals concerned about children experiencing learning or performance problems in school.

**Description:** Provides educators and parents with practical interventions to help students who have learning disabilities as well as other students who need assistance.

**Cost:** \$15.00

**How to acquire:** Call CDE Press at (800) 995-4099 or send email to [sales@cde.ca.gov](mailto:sales@cde.ca.gov).



# **CAHSEE Overview Presentation Masters**

# California High School Exit Examination



---

## Program Overview

October 2002

---



# History

- ◆ **Authorized in Education Code sections 60850 and 60851**
- ◆ **Purpose:**
  - **To ensure that pupils who graduate from high school have demonstrated grade level competency in reading, writing, and mathematics consistent with state academic content standards**





# History

## CAHSEE Standards Panel:

- ◆ Included teachers, administrators, school board members, parents, and representatives of higher education and business.
- ◆ Assisted in the design and composition of the CAHSEE.
- ◆ Ensured alignment to the State Board-approved content standards in mathematics and English language arts.



# Content

## The CAHSEE has two parts:

- ◆ English-language arts
  - reading and decoding
  - writing
- ◆ Mathematics
  - number sense
  - measurement and geometry
  - algebra and functions
  - statistics, data analysis, and probability
  - algebra I
  - mathematical reasoning



# **English-Language Arts Content**

## **English-language arts part of the test covers:**

- ◆ **State content standards through grade 10**
- ◆ **In reading and “decoding”—**
  - **vocabulary, informational reading (50%), and literary reading (50%)**
- ◆ **In writing—**
  - **writing strategies, applications, and conventions (spelling, punctuation, and grammar)**
  - **writing applications**



# Mathematics Content

## Mathematics part of the test covers:

- ◆ State content standards through algebra I —
  - statistics, data analysis and probability, number sense, measurement and geometry, mathematical reasoning, and algebra and functions
  - strong computational skills and a foundation in arithmetic, (including decimals, fractions, and percents)



# **Key Messages about the CAHSEE**

- ◆ All students have to take and pass or satisfy the requirement to pass the CAHSEE to get a high school diploma (No exemptions or opt-outs).
- ◆ There are real consequences for students and schools.



# **Student Participation**

## **When students take the Test:**

- ◆ Tenth graders taking the CAHSEE for the first time may only take this test in the spring (March or May)
- ◆ Students who did not pass one or both portions of the exam may be given seven additional opportunities to retake the exam
- ◆ Students only retake that part of the CAHSEE not passed

**Note:** AB1609 amended Ed. Code 60851(b) to remove volunteer ninth graders.



# **Special Education Students**

- ◆ **Students with Individualized Education Programs (IEPs) or Section 504 Plans:**
  - **take the examination**
  - **shall be permitted to take the examination with any accommodations or modifications specified for testing in their IEPs or Section 504 Plans**
- ◆ **Schools that fail to allow students to test in accordance with their IEP may be subject to being found out of compliance.**



# Accommodations

**SB 1476 adds definitions, effective January 1, 2003\*:**

- ◆ An accommodation is any variation in the assessment environment or process that does not fundamentally alter what the test measures or affect the comparability of scores.
- ◆ “Accommodations” may include variations in scheduling, setting, aids, equipment, and presentation format.

**\* Education Code Section 60850(f)(1)**





# Modifications

## **Senate Bill 1476 adds definitions, effective January 1, 2003\*:**

- ◆ A modification is any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores.

**\* Education Code Section 60850(f)(5)**

## Special Education Accommodations/Modifications For California Statewide Assessments

STAR							
Accommodation/Modification	CAT/6	CST	SABE/2	CAHSEE	GSE	CELDT	Physical Fitness
Presentation							
Braille	2	2	2*	2	2	2*	Not applicable
Large print	2	2	2	2	2	2	Not applicable
Use visual magnifying equipment	1	1	1	1	1	1	Not applicable
Use audio amplification equipment	1	1	1	1	1	1	1
Simplify or clarify test directions	1	1	1	1	1	2 Reading and writing	1
						3 Listening/speaking	
Use sign language to translate directions	2	2	2	2	2	2	2
Questions or items read aloud to student/audio presentation	2 Except reading test	2 Except ELA test	2	2 Math portion	2 Except Reading, Writing and Spanish tests	2 Writing	Not applicable
	3 Reading test	3 ELA test		3** ELA portion	3 Reading, Writing and Spanish tests	3 Reading	
Use sign language to translate questions or items to student	2 Except reading test	2 Except ELA test	2 Except Reading test	2 Math portion	2 Except Reading, Writing and Spanish tests	2 Writing	Not applicable
	3 Reading test	3 ELA test		3** ELA portion	3 Reading, Writing and Spanish tests	3 Listening/speaking	
Student highlights key words in test booklet	2	2	2	2	2	2	Not applicable
On task reminders/verbal encouragement	1	1	1	1	1	1	1

\*Contact the California Department of Education to find out when a Braille version will be available.

\*\* See waiver policy for the California High School Exit Exam

Category 1 - Testing condition available to students who regularly use it in the classroom

Category 2 - Accommodation available only to students with documentation in IEP or 504 plan

Category 3 - Modification (fundamentally alters what the test measures) available only to students with documentation in IEP or 504 plan

February 5, 2003

## Special Education Accommodations/Modifications For California Statewide Assessments

STAR							
Accommodation/Modification	CAT/6	CST	SABE/2	CAHSEE	GSE	CELDT	Physical Fitness
<b>Presentation (continued)</b>							
Noise buffers	1	1	1	1	1	1	1
Turn pages for student	1	1	1	1	1	1	Not applicable
<b>Timing/Scheduling</b>							
Extra time within a testing day	2	1	2	1	2	1	1
Test over more than one day (for test expected to be completed within one session)	2	2	2	2 contact test contractor	2	2	2
Breaks within a subtest (supervised)	2	2	2	2	2	2	2
Administer at time most beneficial to student	2	2	2	2 contact test contractor	2	2	2
<b>Setting</b>							
Test individually (supervised)	1	1	1	1	1	1	1
Test in small group	1	1	1	1	1	1	1
Provide special lighting	1	1	1	1	1	1	Not applicable
Use adaptive furniture	1	1	1	1	1	1	Not applicable
Test in study carrel/study enclosure	1	1	1	1	1	1	Not applicable
Test at home or in hospital (administered by certificated teacher)	2	2	2	2	2	2	2
<b>Response</b>							
Student marks responses in test booklet (adult transfers to answer document)	2	2	2	2	2	2	Not applicable
Indicate responses to a scribe for selected - response items	2	2	2	2	2	2	Not applicable

\*Contact the California Department of Education to find out when a Braille version will be available.

\*\*See waiver policy for the California High School Exit Exam

Category 1 - Testing condition available to students who regularly use it in the classroom

Category 2 - Accommodation available only to students with documentation in IEP or 504 plan

Category 3 - Modification (fundamentally alters what the test measures) available only to students with documentation in IEP or 504 plan

February 5, 2003

## Special Education Accommodations/Modifications For California Statewide Assessments

STAR							
Accommodation/Modification	CAT/6	CST	SABE/2	CAHSEE	GSE	CELDT	Physical Fitness
<b>Response (continued)</b>							
Indicate responses to a scribe for a writing test (student indicates all spelling and language conventions)	Not applicable	2	Not applicable	2	2	2	Not applicable
Indicate responses to a scribe for a writing test, (scribe provides spelling, grammar, and language conventions)	Not applicable	3	Not applicable	3**	3	3	Not applicable
<b>Use Of Aids Or Tools</b>							
Use dictionary	3	3	3	3**	3	3	Not applicable
Use word processing software with spell and grammar check tools turned off.	Not applicable	2	Not applicable	2	2	2	Not applicable
Use spellchecker, grammar checker, or word processing software that checks spelling and grammar.	Not applicable	3	Not applicable	3**	3	3	Not applicable
Use assistive device that does not interfere with the independent work of the student	2	2	2	2	2	2	Not applicable
Use assistive device that interferes with the independent work of the student	3	3	3	3**	3	3	Not applicable
Use calculator (programs disabled)	3	3	3	3**	3	Not applicable	Not applicable
Use an arithmetic table	3	3	3	3**	3	Not applicable	Not applicable
Use a marker or mask to maintain place	1	1	1	1	1	1	Not applicable
Use colored overlay	1	1	1	1	1	1	Not applicable
<b>Other</b>							
Unlisted accommodation or modification	Check with CDE	Check with CDE	Check with CDE	Check with CDE	Check with CDE	Check with CDE	Check with CDE

\*Contact the California Department of Education to find out when a Braille version will be available.

\*\*See waiver policy for the California High School Exit Exam

Category 1 - Testing condition available to students who regularly use it in the classroom

Category 2 - Accommodation available only to students with documentation in IEP or 504 plan

Category 3 - Modification (fundamentally alters what the test measures) available only to students with documentation in IEP or 504 plan

February 5, 2003



# **Review Process for Proposed Variations in Administering CAHSEE**

## **Regulations Section 1218:**

- ◆ A proposed variation is defined as:
  - a change in how a test is presented, how a test is administered, or in how a test taker is allowed to respond



# **Request for Accommodations**

## **Regulations Section 1218 (continued):**

- ◆ If an IEP team proposes a variation that is not included in the regulations (or matrix), the school district may submit a request for a determination of whether a variation is an accommodation or modification.



# CAHSEE Results

## Waiver Process:

- ◆ If students using modifications receive the equivalent of a passing score on one or both parts of the CAHSEE:
  - Parents/guardians may submit a request to the principal that the requirement to successfully pass one or both portions of the exam be waived\*
  - The principal shall submit a waiver request to the local governing board for approval\*

**\* Education Code Section 60851 added through SB 1476, effective January 2003.**



# CAHSEE Results

**The local board may waive the requirement to successfully pass one or both parts of the CAHSEE if the principal certifies the student has:**

- ◆ IEP or Section 504 Plan that requires the modification to be provided to student when taking the CAHSEE.
- ◆ High school transcript showing sufficient high school level coursework needed to pass the CAHSEE.
- ◆ CAHSEE score report with equivalent of a passing score on one or both parts of the exam (350 or higher).

***\* Education Code Section 60851 added through SB 1476, effective January 2003.***





# English Learners

- ◆ English Learners must take and pass the test in English
- ◆ Districts may defer the requirement to PASS the CAHSEE for English Learners:
  - if students do not have sufficient English skills to be assessed by the test
  - for up to 24 calendar months of enrollment in California public schools
- ◆ Students must complete 6 months of instruction in reading, writing, and comprehension in English



# Designated CAHSEE Testing Dates

## English-Language Arts Section 1

## English-Language Arts Section 2

## Mathematics Sessions 1 and 2

<b>2002–2003</b>		
<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
November 5, 2002	November 6, 2002	November 7, 2002
January 14, 2003	January 15, 2003	January 16, 2003
March 4, 2003	March 5, 2003	March 6, 2003
May 13, 2003	May 14, 2003	May 15, 2003
<b>2003–2004</b>		
<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
July 22, 2003	July 23, 2003	July 24, 2003
September 16, 2003	September 17, 2003	September 18, 2003
November 4, 2003	November 5, 2003	November 6, 2003
January 13, 2004	January 14, 2004	January 15, 2004
March 2, 2004	March 3, 2004	March 4, 2004
May 11, 2004	May 12, 2004	May 13, 2004
<b>2004–2005</b>		
<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
July 20, 2004	July 21, 2004	July 22, 2004
September 14, 2004	September 15, 2004	September 16, 2004

\* Future dates will be designated by the State Superintendent of Public Instruction



# CAHSEE Results

## When districts receive student results:

- ◆ School districts should receive 2 copies of the Student and Parent Reports about 10 weeks after the exam is administered
- ◆ One copy of the individual results is to be sent to parents/guardians as soon as possible after district receives them
- ◆ The other copy is to be kept in the student's permanent record
- ◆ Group results for each school, district, county, and the state will be posted annually on the CDE Web site in late September



# CAHSEE Results

## Student and Parent Report

- ◆ Overall scores for each part of the test are reported as a scale score
- ◆ Scale scores range from 250–450 on the CAHSEE
- ◆ Students need a scale score of 350 to pass each part
- ◆ A scale score provides a more precise measurement of a student's achievement and ensures that test scores can be compared from year to year



# Student and Parent Report

	Your Score	Score Required to Pass
Mathematics	390	350
English-Language Arts	332	350

STUDENT NAME:  
DATE OF BIRTH:  
STUDENT ID:  
GRADE: **10**  
SCHOOL: **Example High School**  
DISTRICT: **Example School District**  
COUNTY: **Example County**  
TEST DATES: English-Language Arts **03/05/02**  
Mathematics **03/07/02**

**MATHEMATICS**

Your Total Mathematics Score: **390 - PASSED**

**STRANDS FOR MATHEMATICS**

	Number of Questions	Number Correct	Percent Correct
Probability & Statistics	13	8	62%
Number Sense	17	14	82%
Algebra & Functions	20	17	85%
Measurement & Geometry	18	14	78%
Algebra I	12	9	75%

**ENGLISH-LANGUAGE ARTS**

Your Total English-Language Arts Score: **332 - NOT PASSED**

**STRANDS FOR ENGLISH-LANGUAGE ARTS**

	Number of Questions	Number Correct	Percent Correct
<b>READING</b>			
Word Analysis	10	5	50%
Reading Comprehension	24	10	42%
Literary Responses & Analysis	24	10	42%
<b>WRITING</b>			
Writing Strategies	11	6	55%
Writing Conventions	13	6	46%

	Maximum Score	Your Score
<b>WRITING APPLICATIONS*</b>		
Essay 1	4.0	3.0
Essay 2	4.0	2.5

\* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score." The Writing Applications score counts as 30% of your total English-Language Arts score.

A student must only retake the subject area examination (English-Language Arts and/or Mathematics) that was not passed.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/statetests/cahsee/>



# Student and Parent Report

- ◆ The number of questions students were asked for each major strand of the state content standards tested.
- ◆ The number of questions a student answered correctly.
- ◆ The percent of questions answered correctly.

STRANDS FOR MATHEMATICS	Number of Questions	Number Correct	Percent Correct
Probability & Statistics	13	8	62%
Number Sense	17	14	82%
Algebra & Functions	20	17	85%
Measurement & Geometry	18	14	78%
Algebra 1	12	9	75%



# Student and Parent Report Sample One

- ◆ Shows that the student passed the mathematics part of the test.
- ◆ Shows that the student did not pass the English-language arts part of the test.

Student will only have to retake the English-language arts part of the test.

## MATHEMATICS

Your Total Mathematics Score:

**390 - PASSED**

## ENGLISH-LANGUAGE ARTS

Your Total English-Language Arts Score:

**332 - NOT PASSED**



# Student and Parent Report

## Sample Two

- ◆ Shows that the Student did “not attempt” to take the mathematics part of the test. Reasons for the “not attempted” posting could be as follows:
  - absence due to illness
  - responded to fewer than five items
  - passed this part previously

### MATHEMATICS

Your Total Mathematics Score:

**NOT ATTEMPTED**





# Student and Parent Report Sample Three

- ◆ “Not Valid” shows that the Student took the mathematics part of the CAHSEE using modifications as specified in his or her IEP or section 504 Plan.

## MATHEMATICS

Your Total Mathematics Score:

**373 - NOT VALID**



# CAHSEE Results

## **Students who did not pass the CAHSEE in 2001–02:**

- ◆ May have up to seven opportunities to retake
- ◆ Will be required to retake only the portion(s) not passed (English-language arts or math)
- ◆ Will be provided supplemental instruction by the school/district



# Keeping Student Results

- ◆ ETS cannot keep a California Student information data base to see if a particular student has passed the CAHSEE or not
- ◆ The California Department of Education cannot keep individual data due to privacy laws
- ◆ Districts should be certain to keep individual student results



# Required Study

## **AB 1609, Approved in October 2001:**

- ◆ Requires a study to examine whether the test development process for the CAHSEE and the implementation of standards-based instruction meet the required standards for a high-stakes test.\*

**\* *Final study report due by May 1, 2003.***



# Required Study

- ◆ If the State Board determines that the CAHSEE does not meet these standards on or before August 1, 2003, it may delay the date upon which each pupil completing grade 12 is required to successfully pass the CAHSEE.



## **For More Information on CAHSEE**

### ◆ **CAHSEE Office**

- **Telephone: 916-445-9449**  
**\*\* NEW \*\***
- **Email: CAHSEE@cde.ca.gov**
- **Web site: <http://www.cde.ca.gov/statetests/cahsee/>**

### ◆ **Standards and Assessment Division**

- **Telephone: 916-445-9441**